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DD/S ASSISTANT SECRETARY

FILE

Training 3-1

DD/S 69-4467

1 OCT 1969

MEMORANDUM FOR: Director of Training

SUBJECT : Proposal for Revising the Career Training Program

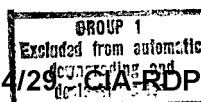
REFERENCE : Memo dtd 26 Sept 69 for DD/S fr DTR, same subj

1. I have reviewed your proposal and ask that you now submit it as written to the designated Directorate representatives to obtain their views.

2. I have several observations but ask that the paper not be changed but circulated as is so that the views of the other Deputies can be obtained. My observations are as follows:

a. The CT Staff in your proposal is the central control point for the selection of CT's, their training and subsequent monitoring, together with promotions. With this centralization of responsibility the other Deputies may want to be assured of their representation or their approval of the personnel that comprise the CT Staff. This is a point that should be considered and we should be prepared to accommodate the other Deputies in this regard. Otherwise the Deputies would be delegating, particularly in the selection of CT's, a voice that they have exercised in one form or another up to the present time.

b. Time Phasing-- I think the paper should state rather clearly the time phasing in the CT training period, on-the-job assignment period and subsequent monitoring. As presently written this has to be interpreted whereas it should be clear. It may be that the total of seven years' training and monitoring will be considered too long and perhaps a five-year period will be found more acceptable.

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c. The sequence of informal training seminars, interim on-the-job training assignments, advanced training and eventual component assignment as described permits a wide range of flexibility. Obviously flexibility must be provided for but there can be rather wide variations in the time that an individual is in a training status before he is given an eventual job assignment. This will require a great deal of coordination and cooperation with all components and it may be the Deputies will want to see a more structured program in this area.

3. I think the basic principles enunciated in this proposal are good and in the present climate of OPRED's and ceiling restrictions I think the proposed program will assure an orderly input of CT's.

SIGNED R. L. Bannerman

R. L. Bannerman
Deputy Director
for Support

DD/S:RLB:maq (1 Oct 69)

Distribution:

Orig & 1 - Adse - *BY HAND*
1 - DD/S Subject w/O DD/S 69-4410
1 - DD/S Chrono

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STATINTL
INFORMATION



Mr. Coffey thought you
would be interested in the
final version of Mr.
Cunningham's paper.
We are attaching your
notes for your reference.

had

p.

MR. COFFEY

MR. BANNERMAN

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ROUTING AND RECORD SHEET

SUBJECT: (Optional)

FROM:

Director of Training
1000 Glebe 819

EXTENSION

NO.

DATE

26 September 1969

STATINT

TO: (Officer designation, room number, and building)

DATE

OFFICER'S INITIALS

COMMENTS (Number each comment to show from whom to whom. Draw a line across column after each comment.)

RECEIVED

FORWARDED

1. Deputy Director Hqs.
for Support 7D 24

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26 September 1969

MEMORANDUM FOR: Deputy Director for Support

SUBJECT : Proposal for Revising the Career
Training Program

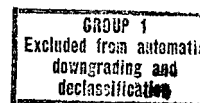
The attached proposal was formulated in the Office of Training and is forwarded for your review. We have prepared copies for dissemination of this draft to the referents named by the Director of Central Intelligence and the Deputy Directors, but we will take no action on this until receiving an expression of your views on the proposal

[Redacted Signature Box]

HUGH T. CUNNINGHAM
Director of Training

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23 September 1969The Career Training Program - A Proposal

This proposal should be reviewed in the light of the problems of the Career Training Program described by the Director of Training in his memorandum to the Deputy Director for Support on 7 July 1969.

These problems experienced with the Program's purpose, scope, and management were discussed on 25 July 1969 by Colonel White and the Deputy Directors. They agreed that the Program should be a small-scale activity concentrating on the selection and preparation of highly talented young generalists for long-term careers in the Agency. The Director of Training was authorized to develop a plan for implementing that decision. This proposal is the result. After further discussion between the Office of Training and the several Directorates, it will form a basis for firm recommendations to Colonel White.

I. Purpose

The Career Training Program has as its purpose the selection, training, and early career development of young professional officers who show unusual potential for outstanding service as Agency careerists. The Program will seek annually a small number (approximately 50 to 70) of prospective careerists with broad interests and the potential for successful performance in several different categories of Agency endeavor. This Program is intended to supplement, and not supplant, the Agency's direct hiring of professional specialists. This becomes especially true of the Clandestine Service, which until now has relied almost exclusively on the Career Training Program for its newly appointed junior operations officers rather than on direct appointment of officers with qualifications suited to specialized requirements.

Career Trainees do not constitute an elite corps which as a group is expected to advance farther or more rapidly than other professional employees of equal ability. They are expected, however, to add two important ingredients to the Agency's future assets:

- a) The teamwork which results from sharing a common Agency-wide program of training and other experience, and
- b) The versatility needed for the Agency to respond successfully to new challenges in the intelligence profession and in organizational management.

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In the long run, the Office of Training hopes to extend the benefits from sharing a common Agency-wide program of training to nearly all new professional employees, with the aim of emphasizing the essential unity of intelligence as a function and a profession, wherever in CIA it is performed or supported. But the potential versatility we expect from Career Trainees will probably continue to distinguish them -- at least in the early stages of their careers -- from the professionals who are hired to fill specific slots on the basis of skills acquired before entering on duty.

II. Management

Responsibility for the selection, training, initial placement, and early career development of Career Trainees is vested by the Director of Central Intelligence, through the Deputy Director for Support, in the Director of Training, who receives policy guidance from, and consults with, the Executive Director-Comptroller and the several Deputy Directors.

III. Operation

A. Selection

1. Responsibility - Selection is made by the Career Training Staff of the Office of Training, in cooperation with the Office of Personnel, from among highly promising external applicants and outstanding junior personnel already on duty in the Agency.

2. Criteria - Primary emphasis is placed on personal characteristics, including intellectual ability and its effective use; previous achievement in academic, vocational and other endeavors; integrity; evidence of potential leadership; adaptability and versatility; motivation to national service and the intelligence profession; and a demonstrable interest and personal involvement in world affairs or public administration. Secondary emphasis is placed on educational specialization and an individual's immediate suitability for a particular job.

3. Candidate Sources - Until now approximately three Career Trainees have been selected from external sources for each one selected within the Agency. This ratio is to be dropped in favor of a more liberal position with regard to the selection of internals because of their relatively greater demonstration of career motivation, and pertinent work record, of their need for additional training to become fully productive, and in many instances of their need for mobility within the Agency to achieve a professional growth mutually beneficial to CIA and themselves. Criteria enumerated above are applied to internal and external candidates alike without pre-determined ratio, to assure only that candidates selected from either source are of exceptional caliber.

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IV. Appointment Grades and Promotion Policy

The Program normally selects candidates at the GS-9 and -10 levels, depending on relative qualifications of the candidates. These grades are considered the minimum levels needed to obtain the services of highly promising young candidates in an employment market where we face severe competition from both government agencies and private employers. Those selected are promoted to the next higher grade approximately nine months after commencing formal training in the Program, subject to satisfactory performance. They become eligible for a second promotion approximately one year from the date of the first, again subject to satisfactory performance. These promotions are not automatic; they must be earned through effective performance. The promotion policy in effect at the time each group of Career Trainees is selected will apply to that group so long as it is on the current roster of the Program.

For reasons described in Sections V. and VI. below, Career Trainees normally will remain in trainee status for approximately 24 months before entering a regular Career Service. By this time they will already have been assigned to an operating component for on-the-job training and development; consequently, it is essential that promotion policy for Career Trainees be observed uniformly throughout the Agency.

V. Training

A. Basic

All Career Trainees are enrolled in a basic training cycle designed to familiarize them with current and projected world problems; the role of the U. S. in world affairs and its international activities; the purpose and framework of intelligence functions; and the responsibilities and functions of the Central Intelligence Agency. It will for the present continue to occupy twelve weeks, but may later be reduced somewhat as other developments make appropriate.

The principal focus of this early training will be upon broadening and deepening the interest of the students in intelligence as a career and as a profession. The approach will be substantive and functional, not bureaucratic. For example, discussion of collection of information will, in the opening course, group together the different methods of collection -- overt, clandestine, and technical -- rather than separate them organizationally into a "DDP day," a "DDI day," and a "DDS&T day" as has been done in the past. The organizational details will come later, but we do want to get away from long, dreary, canned explanations of organization charts. (Students have long complained that "wiring diagrams" and "plumbing charts" are fatal

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obstacles to arousing interest in the subject.) Instead, we shall be going in much more for informal seminars, panels (for example, of recent Career Trainees, who can tell what it is like to work in the lower reaches of Office X), wide reading among the products of intelligence, recent case histories, etc.

Considerable change in the curriculum is already underway. One eventual objective is to make this early training, as much as possible and as soon as possible, suitable for all professionals entering on duty. By the time we are able to give the same orientation and familiarization training to all, mixed together in the same class, we shall have taken the biggest step toward abolishing the damaging notions 1) that the Career Trainees are an elite corps, and 2) that this is not one Agency but four. There will remain the problem of avoiding this training pattern for those new arrivals who may be suitable for deep-cover assignments overseas; they will have to be handled separately from the beginning, and ought not to be recruited into this or any other program which identifies them as employees of CIA, even to other employees.

In this basic stage there will be strong emphasis on identifying a student's interest in this or that specific line of work, and less on the types of formal exercises and examinations which have in the past been developed to reach some precise measurement of his aptitude for it. Better detailed evaluations, fewer grades. Together with the on-the-job training described below, this development of specific interest will begin to provide the other components of the Agency with practical indications of what component each student is best suited for. Given the much smaller numbers of students and the much greater personal attention each can receive, we expect to provide more useful evaluations of performance than has been possible with the large numbers of Career Trainees over the past several years.

B. Interim On-the-Job Training

1. Upon successful completion of basic training, all Career Trainees ought to be placed on two successive interim assignments not to exceed three months' duration each. Such assignments, wherever feasible, should be in essentially different types of work, preferably in different Directorates. The intent is to extend their familiarization and appreciation of the variety of Agency functions and to stimulate further their career motivation.

2. These interim assignments will be developed by the Career Training Staff, in consultation with officials in operating components, to broaden and enhance a particular trainee's qualifications. In effecting these assignments, it will be the Staff's

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responsibility to confer personally with the trainee's projected supervisor to acquaint him with the trainee's background and to fix upon a planned use of him allowing for some degree of responsible work and providing a basis for evaluation of his performance. Success in this will depend upon the degree to which supervisors accept the responsibility to ensure meaningful and challenging experiences that have a positive impact on trainee motivation.

3. With findings in mind from two interim assignments, the Career Trainee will be designated for an advanced training cycle in preparation for his first regular assignment.

C. Advanced Training

Advanced training is designed to develop and improve skills for application in clandestine operations, intelligence collation, analysis and production, support functions, or other pertinent type of work. It will range in duration from six weeks to six months depending on the type of preparation required.

The principal ingredient of this phase will be one or another of the current advanced courses, as appropriate: Operations I (and perhaps II), Intelligence Production, or Support Services. Some changes in these courses will also be introduced over a period, however.

a) Some of the training can be modified as on-the-job training lessens the need for some elements of the course work.

b) Some of the skills training now incorporated in the basic familiarization courses will be moved to the advanced courses, so that only those students receive it who will need it for work in a specific Directorate.

c) Some of the advanced training, especially in certain operational techniques of the Clandestine Service, may be postponed to a later course we are now developing to meet more precisely the specific needs of imminent assignment overseas. We expect such training, tailored to the immediate practical requirements of people who may have been in the Agency for a number of years, to replace the concept that professional employees need all their training -- in one large, possibly indigestible feast -- at the beginning. We must, for example, restudy the question whether Operations II should be given to all Career Trainees destined for the Clandestine Service, many of whom either will never require it or will require it only after several years of other types of experience. The time-lag between training and overseas assignment points up the related problems of overtraining and training-fatigue at the beginning, and rusty or incomplete or out-of-date preparation at the time the skills are needed.

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VI. Entering Upon a Career

A. Initial Assignment

1. Once the Career Trainee successfully completes advanced training and the Career Training Staff is satisfied that he is qualified for assignment, a Staff representative confers with officials of an appropriate Career Service or operating component to determine an assignment which would best match the trainee's qualifications with the component's need for junior officers.

2. An essential element in the effective implementation of a proper assignment for the trainee is personal consultation between the Staff representative and the projected supervisor. The CT Staff representative is charged, first, with providing to the supervisor all evaluative records and pertinent information about the trainee and, second, with devising together with the supervisor a two- or three-year use and development plan for the trainee, including where feasible additional internal and external training.

B. Monitoring the Assignment

1. The trainee normally remains in Career Trainee status during the first year of his initial assignment. During this time both the supervisor and the trainee provide to the Career Training Staff periodic progress reports from which judgment may be made about his effectiveness and his suitability for career development in the parent component. Adjustments can be made as dictated by circumstances and after discussions with interested officials. These adjustments include modification of assignment, remedial training, reassignment within the component or elsewhere in the Agency, or separation from the Agency.

2. If at the end of approximately one year there is mutual satisfaction with the assignment and the proposed development of the trainee, he is transferred from the Career Training Program into a regular Career Service for further development as a professional officer.

3. Thereafter, the Career Training Program should be provided for a period of five years with copies of personnel actions relating to the former trainee, copies of his Fitness Reports, and other information which can be used to evaluate and guide the Program's efforts to select, train, counsel, and assign new trainees. In addition, the Office of Training is authorized to solicit and receive feedback from former trainees, as well as other students, to assess the validity of its training programs.

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